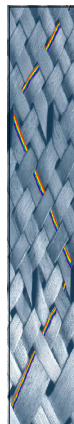


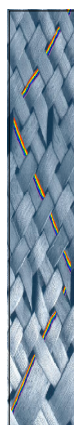
Gunn, A. C. (2005). Ec teachers responding to family diversity. Waikato ECPD Network, October. University of Waikato, Hamilton.



Early childhood teachers’ responding to family diversity

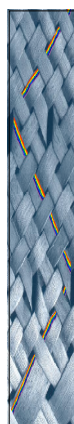
Waikato Early Childhood Professional Development,
Interest Meeting, October 18, 2005

Alex Gunn
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Te Whāriki and its social justice provocations.


...grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.



Key terms


- Recognitive social justice
- Heteronormativity
- Barrier

Gunn, A. C. (2005). Ec teachers responding to family diversity. Waikato ECPD Network, October. University of Waikato, Hamilton.




Why should sexualities matters matter in early childhood education?

- 1) sexualities issues impact on our ideas of who and how teachers in early childhood education can 'be';
- 2) sexualities issues impact on our understandings of children and their development;
- 3) sexualities issues impact on how we can work effectively with children and their families.



So, what do we know of rainbow families experiences with education settings in Aotearoa / New Zealand?


- Lavender Islands Research
- Experiences from teachers
- Experiences from families



Rainbow families exclusions: what and who are we missing?

- Hamish's family
 - A year 4 teacher refuses to talk to a parent of a child in his class on the basis that she's not the child's mother.
- Peitra's reasoning
 - An infant and toddler teacher questions the relevance of attending to rainbow families in her setting: her children are young and there are only nuclear families in her centre.
- Rose's parenting
 - A parent is only ever viewed as an 'aunt' and on that basis is never perceived in that parenting role.


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Working against exclusion


- The exclusion that rainbow families experience in education settings is primarily a form of cultural exclusion.

“what is oppressive is having to experience, again and again, the privileging of only certain ways of identifying, thinking or relating to others” (Kumashiro, 2002, p.68).



So, how can cultures shift to include rather than exclude rainbow families?

- Teachers can and do make a difference
 - What are your norms?
 - What kinds of words to you use to speak of things like family or parents?
 - Do you actively look to represent lives outside of the heteronorm?
 - What benefits and issues do you imagine with this?
 - How would you characterise the climate of your centre?
 - What does it feel like to you? How does it feel to kids and families? How would a rainbow family connect with the climate of your place?



Where might you begin?

- Evaluating for inclusion...
 - Cultures
 - The people matter: you have to get to know what your teachers are capable of - how far is too far, how far is not far enough?
 - Policies
 - Anti-bias policy
 - Communicating with families policy
 - Anti-discrimination policy
 - Inclusion policy
 - Practices
 - Enrolment procedures: how do you get to know people at the very beginning of your relationships?
 - Curriculum materials that reflect rainbow families
 - Language and actions that include
